
The Anatomy of the Musical Investigation

- Investigation compares two different pieces of music
- Each piece is from a different and DISTINCT MUSICAL GENRE (See vocabulary)
- Contains a musical link (See vocabulary)
- Investigation includes comparison of similarities and differences of musical issues
- Focus is on the musical aspects rather than history, instruments and orchestration, performers, biography, etc
- Format needs to be a media script, ie magazine article, radio or TV show script, Website, powerpoint presentation, etc
- No more than 2,000 words
- Include discography, bibliography, references

Choosing the Musical Investigation Topic and Assessment Criteria A

CRITERIA A

CHOICE OF MUSICAL EXAMPLES AND CULTURES

A student should choose one (or more) musical pieces(s) from two identifiable and distinct cultures. In addition, these examples should also share one (or more) inherent musical link(s) that can be explored in sufficient musical depth. The student should state what the link(s) is (are).

Achievement Level 3

The choice of musical examples and cultures is appropriate. The stated link(s) is (are) musical and does (do) enable a sustained investigation.

Achievement Level 2

The choice of musical examples and cultures is appropriate. The stated link(s) is (are) musical and does (do) give some scope for investigation.

Achievement Level 1

The choice of musical examples and cultures is generally inappropriate. The stated link(s) is (are) not musical or does (do) not give scope for investigation.

Achievement Level 0

The investigation does not reach Level 1. No specific musical examples have been chosen.

Choosing your MI topic is the most important aspect of ensuring your success.

Criteria A consists of three parts:

- 1) The Musical Pieces
- 2) The Musical Link(s)
- 3) The Choice of Distinct Genre/Cultures

Vocabulary:

Distinct Musical Genre/Culture: (IB DEFINITION which needs to be applied to this paper)

A learned way of making and using music, which is shared by a group of people, and is usually passed down from generation to generation. While making music refers to creating and performing, using music refers to its function within the culture, for example, in entertainment, ceremony, or for work. *This is quoted from IB Vade Macum.*

Musical Link:

The musical similarity (ies) inherent in **BOTH selected pieces** which is used as a comparison in your analysis of the two pieces.

1) Musical Pieces – Considerations

- Your musical investigation is going to consist of an analysis of the music you choose. Can you describe the pieces you choose in terms of rhythm, melody, harmony, texture, form, text, tone color, compositional style?
- Select only one movement, segment or scene which can be addressed in-depth with the above criteria.
- You will need to list the pieces you analyze on your cover sheet
- Use of the studied score is not permitted e.g. Copland or Mozart

2) Musical Link(s) – Consideration

The musical link or link(s) will outline the comparison between the musical pieces. “Musical” link refers to the music elements of the piece. Students routinely write links such as how much they like the music or it’s cultural or

social aspects. Such criteria are not considered MUSICAL and miss the point of the musical investigation.

Student Guide to the Musical Investigation

STEP ONE: TOPIC CHOICE – Due March 2012
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List several pieces of music below, understanding that the pieces you choose for the musical investigation must have a musical link and be of different musical cultures.

Name of piece:

Composer:

Musical Culture Represented:

Name of piece:

Composer:

Musical Culture Represented:

Name of piece:

Composer:

Musical Culture Represented:

Name of piece:

Composer:

Musical Culture Represented

STEP TWO: RESEARCH – A list of 7 cited references due April 2012

Using the resources available to you, conduct an Internet search, explore your school, city or possibly nearby university library as well as exploring the resources provided by your teacher. These websites, magazines, books, etc will be the basis for your bibliography and quotes/footnotes. As well, you will need to compile recordings of the pieces you are using.

Write your bibliography below after you have located the resources you will use:

Write your discography here, citing the recordings you are using:

Musical Investigation Worksheet; Step Three

STEP THREE: ANALYZATION - Due May 2012

Materials needed: recording and score, if applicable

Name of Selected Piece #1: _____

Composer: _____

Culture: _____

Name of Selected Piece #2: _____

Composer: _____

Culture: _____

In a word document, write a chronological timeline of your piece as though you were describing a sporting event, play by play. You will need an audio recording. A score will help, though not available for some pieces. You can use bullets for this part of the essay. Use a music vocabulary glossary that you have been building in this course to help you use music terminology to describe the events you hear. Think in terms of the elements of music—harmony, melody, rhythm, texture and form. Write down as thoroughly as possible a narrative of musical events in your selected piece below. Break the piece down into sections. Stop the recording often to write.

STEP FOUR – LIST SIMILARITIES AND DIFFERENCES USING NARRATIVE

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Due June 2012

Reoccurring similarities

Ask yourself as you review your written, bulleted analyzation from Step Three, “What parts of these pieces sound alike? Is there a consistent reoccurring similarity between both of them? What is the one musical element that they both contain frequently? This is the **musical link** which will be a major component of your essay.

- 1) Write all the musical similarities below.

- 2) Circle the musical link or the similarity which reoccurs most often.

3) Listen back through your pieces and list where this musical link occurs in both pieces either by measure number or timed place in the music. This is the key to your musical investigation. The musical passages are the supporting material and will need to be quoted or stated as you write your musical investigation. List passages either below or on another document.

4) Now go through your written analyzation again, this time listing the similarities other than the musical link and corresponding musical passages which support similarities other than the musical link. You will need a minimum of two. Remember these need to be reoccurring musical elements.

Differences

5) After you have written the similarities and corresponding musical passages, the differences will be quite easy to distinguish. List below the differences between the two pieces of music and the corresponding musical passage.

STEP FIVE – CHOOSING THE FORMAT OF MEDIA SCRIPT/LENGTH –

First draft – Approximately 700 words long due Sept 2012

The IB states the following in regard to format:

“Mass media communication in the 21st century has many formats such as radio, television, CD–rom, the Internet, printed article, or lecture. The investigation should be conceived for any relevant mass media communication.

It is essential that the investigation engages the interest of the audience or reader and communicates the student’s involvement with the subject matter. A range of possibilities could include straight forward narration, conversation or interview, or dramatization. However, the **focus is to be on the music itself**, and not on peripheries such as biography, or social discourses that may detract from the investigation. Scripts that concentrate on such peripheries at the expense of content are unlikely to be successful.

The length of the media script at both HL and SL are no more than 2,000 words. **If you exceed 2,000 words, examiners are instructed not to read beyond the word limit, and will award achievement level 0 in criteria D.**

For the purposes of external assessment, **students must submit a paper copy** of the media script, regardless of the medium chosen. For example, in the case where a student has chosen to present the information as a website, the screenshots must be printed out in order for the submission to be examined.”

Questions to answer below:

1) Of the media script options stated in paragraph one, what am I most comfortable writing in?

2) Which format will best display the points I would like to make in my investigation? Why?

MUSICAL INVESTIGATION – Checklist
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Using the musical investigation checklist which follows, begin writing your rough draft, compiling the information you have uncovered through the previous steps. Use your musical link information as a primary point with the corresponding passages that substantiate this. Also include similarities and differences with corresponding musical passages. Include your bibliography and discography along with quotes or footnotes. Hand in a rough draft to Mr Tama. Use the musical investigation checklist below as a cover sheet with your rough draft. Check off all of the bullets you have included in your musical investigation.

Criteria A – CHOICE OF MUSICAL EXAMPLES AND CULTURES (3)

- Investigation uses two musical pieces from two distinct musical cultures.
- There is a clearly stated MUSICAL link that is presented and clearly discussed in the investigation linking the two pieces together musically. Remember topics such as wedding songs or sacrificial dances are not MUSICAL links.

Criteria B– ANALYSIS & COMPARISON OF MUSICAL FEATURES (MOST HEAVILY WEIGHTED) (6)

- Two or three pertinent aspects of the five musical elements are described and analyzed in detail from BOTH of the two pieces. (Melody, Rhythm, Texture, Form and Harmony)
- At least two musical similarities and two differences are addressed. Again, do not let the investigation become “unmusical” by allowing it to focus on plots of stories, different playing styles of instruments, comments that are excessive in greetings, nor by writing a detailed analysis of one piece and not commenting on the other.
- Musical investigation preferably includes at least one of the following: musical notation, graphs or charts, transcribed rhythmic notation. Musical similarities and differences discussed are supported with accompanying notation. Each major point is quoted musically either by transcribing sections of the music or quoting the score. Reminder, this needs to support your musical comparison and should not be a transcription of the entire piece. Structure/forms can be made into comparative lists. Diagrams can be drawn with corresponding measure numbers to compare and contrast. Diagrams and inserted musical notation add contrast to your investigation as well as clarifying your points. Relevant supporting materials such as recordings which illustrate points raised (five minutes maximum), diagrams, musical notation, photographs

Criteria C – TECHNICAL LANGUAGE (4)

- Musical terminology is used throughout the investigation. List at least fifteen musical terms you have used below:

Criteria D – ORGANISATION & PRESENTATION (3)

- The musical investigation must include a bibliography. All sources MUST be acknowledged. Primary and secondary sources are cited.
- The musical investigation must include a discography for each piece.
- The musical investigation must include quotations and references from sources used. In-text referencing, endnotes or footnotes.
- The musical investigation is written using a media script form.
- The musical investigation is clearly organized, effectively stating the musical link and clearly articulating similarities and differences.
- The musical investigation is spell checked
- The musical investigation does not exceed 2,000 words.
- The musical investigation is my own work. All work that is not my own is referenced and quoted as appropriate.

Criteria E – OVERALL IMPRESSION (4)

- The MI engages the audience in an interesting way.
- The MI is focused on the music itself and does not focus on biographies, social customs, commentaries, descriptions of instruments and playing techniques, extensive narration

Teacher Clarification:

The Musical Investigation Link

Unit Overview:

❶ The musical investigation is a required component for the IB Music course and will comprise 20% of the student's overall IB Music grade. The musical investigation requirements are identical for students who are SL and HL.

THE IBO PUBLICATION “Musical Investigation: Additional Clarification”, September 2004 states the following:

“Students should carry out an independent musical investigation comparing the relationship between two identifiable and distinct musical cultures by analyzing and comparing one (or more) musical piece(s) from each. In addition, these examples should share one (or more) inherent link(s) that can be explored in sufficient musical depth.

The Musical Investigation presents an opportunity to explore music from musical cultures that may have a particular interest, emotional appeal or other importance for the individual student. At the same time, the investigation offers the opportunity for students to use contemporary methods of communication, by presenting the investigation as a media script. For the purpose of the investigation, the following definition applies. “

This unit will focus on the selection of topic and the writing of the essay containing clearly delineated differences and similarities between the musical elements from the two selected pieces, each from a distinct musical genre. The format of the musical investigation needs to contain a title page, the body of the musical investigation as well as the required discography, bibliography and references. The addition of a reference recording taped by the student exploring the similarities and differences of each piece is optional.

Unit One – Musical Investigation

Daily Lesson Plan One

Objective(s), skills attained & motivation: Students will explore and choose several musical example choices as well as an inherent link for the writing of their musical investigation.

Motivation:

An effective way to approach this is to have student’s brainstorm different musical terms they have learned and discussed throughout the course.

Teacher can play two various selections used previously in the class that have the same rhythmic device and play “Name that Link”! Various links could include ostinato, polyphony, any types of rhythmic devices such as hemiola, changing meters, etc. (Use any of the vocabulary with the pieces you are

presently using or have used in class. Make sure when you start the answers are quite obvious.) This will allow students to focus on the inherent link that is required by the musical investigation. Remind students that this brainstorming session can include all genres of music.

Have students brainstorm as many different genres as possible in teams. The team with the most genres “wins”.

Starter Activity:

Prior to class, put Worksheet 1-1 on their desks. Write the following instructions on the board:

“Listen as you enter and write down as many compositional devices as you can from the music which you are listening to. When you are finished, define the words on Worksheet 1-1.”

Musical Investigation Topic Worksheet

Part I

Name the musical cultures for each topic below on the lines provided. (For example, western art/classical music or Traditional Indian Folk Music, etc) There may be two of the same musical cultures for each line. Then circle “Yes” or “No” to decide whether these topics satisfy the criteria for the musical investigation.

“No” -The musical cultures **are not** separated by time and place and are not good choices for a musical investigation topic.

“Yes” -The musical cultures are distinct, thus they **are** separated by time and place and are good choices for a musical investigation topic.

Musical Investigation Cultures

1) Bebop and Calypso YES or NO

2) Balinese Gamelan and Javanese Gamelan YES or NO

3) Nueva Cancion and Huyanos YES or NO

4) Ragtime Music and American Pop YES or NO

5) Rap and Gospel Music YES or NO

6) Greek Orthodox Church Music and Gregorian Chant YES or NO

Bebop (Genre = Jazz) Baroque = Western Art/Classical Music YES

Bebop (Genre = Jazz) Baroque = Western Art/Classical Music YES

7) Beethoven and Brahms YES or NO

Make a list of at least three musical cultures that you find interesting. If needed, go back through your textbook and materials to revisit pieces that you have already studied. Using your own music collection, choose one of the

musical cultures you are already familiar with. It's important for you to begin listening to your favorite music with a new appreciation for the musical elements in all musics.